



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

BOOK REVIEWS

Latin for Beginners. By BENJAMIN L. D'OOGHE. Boston: Ginn & Co., 1911.
Pp. xii+348. \$1.00.

The plan of this book is what its opponents like to call the "scatter plan." Like most first-year books, that is, it carries the forms and constructions along together, instead of postponing all but the most necessary constructions till the forms have been mastered. All subjunctive constructions, however, and some of the rarer noun constructions are kept till the end.

The author assumes very little knowledge of English grammar on the part of the student—a fairly safe assumption, most teachers will think—and so makes his first lessons very simple, devoting eight lessons to the first declension. Most of the sentences in the book are well chosen, and its claims for "simple language and clear explanation" are generally well sustained, though we sometimes run across a sentence like this: "The dative is used to denote that *to* or *towards which* a benefit, injury, purpose, feeling, or quality is directed, or that *for which* something serves or exists"; and the rule for the ablative of agent runs: "The word expressing the person from whom the action starts, when not the subject, is put in the ablative, with the preposition *a* or *ab*." Beautifully exact, both of these, but not likely to get in far or stay long. In the back of the book, where they belong, are the special vocabularies, and here also are found eight very thorough review lessons, including both English and Latin word lists, and questions on forms and syntax. Additional reading-matter, consisting of short stories, mostly mythological, and "The Story of a Roman Boy," accompanies the lessons and covers thirty pages at the end.

Notable departures from the ordinary are the early introduction of the nine irregular adjectives and some of the pronouns, and the postponement of the third declension, with its rather bewildering variety, till the thirty-ninth lesson, when all the indicative forms have been taken up. It is noteworthy that this book uses the classifications and nomenclature of the Hale-Buck grammar to a greater extent, perhaps, than any other book of the kind, except, of course, that of Professor Hale himself. Professor D'Ooge still clings, however, to the somewhat old-fashioned object clause of purpose, even after verbs of fearing.

In a number of important ways, also, he seems to have followed Hale's *First Latin Book*, where that book had left the beaten track. Among these may be mentioned the idea, form, and substance of an introduction addressed to the student; the careful detail and simplicity of the first lessons; the early introduction of *alius, solus*, etc., and the pronouns; and the postponement of the third declension, referred to above. In many other places, besides, there are very noticeable resemblances between the two books. In order, however, to avoid the services of a *coqua*, in the sentences descriptive of home life, Professor D'Ooge has made the *ancilla* do all the cooking, an expedient probably as doubtful in those days as in these.

Reasonable independence is shown in the grammatical statements. Notably happy are those of the dative with special verbs, of the gender endings of the third

declension, and of *cum*-clauses. On the other hand, the author has clung to certain ancient statements that have little but tradition to recommend them. The irregular superlative, *gracillimus*, for instance, must still be learned, even though Nero's legs are the only things so described in the whole range of Latin literature.

In sec. 180, *a*, there is this statement: "If the separation is actual and literal of one material thing from another, a preposition is generally used. If no actual motion takes place of one thing from another, no preposition is necessary." These statements are old, but have too many exceptions to be worth much; witness the exercise in this very lesson. We find here *copias a proelio continebat*, *copiae a proelio continebantur*, *cibo eget*, and *ab [sic] provincia aberat*. The only separative ablative in this exercise without a preposition denotes an "actual and literal" separation, and of the only two sentences indicating a separation not actual and literal, each has a preposition. *Aberat*, likewise, does not indicate actual motion.

Under sequence of tenses, only the present and imperfect are illustrated, and the bald statement is made that "all tenses referring to past time are called secondary tenses." This, of course, would include the perfect subjunctive and misses the fundamental notion of the secondary subjunctive tenses, which refer *from*, not *to*, past time.

In sec. 385 it is stated that "consecutive clauses of result are introduced by *ut* or *ut non*." Not one of the five negative result clauses in the following exercise is introduced by *ut non*. Two have a *non* toward the end of the clause, where it belongs, and the other three have *nemo*, *nullius*, and *ne . . . quidem*.

As in most other textbooks, too much standing is allowed the gerund with an object, especially the genitive gerund with a singular object, which is almost never found. All the instances given of dative gerunds or gerundives depend on *idoneus*, which in Caesar never takes the dative gerund or gerundive, but always *ad* with the accusative.

Conditional sentences are wholly omitted. This may well be justified for contrary-to-fact conditions, but the *Gallic War* is full of future conditions in indirect discourse, which can hardly be understood without some notion of the direct forms.

The indirect reflexive in 382, I, 8, and 439, I, 5, and the dative of reference with *eripio* in 422, I, 10, are used without comment or previous explanation.

Defero is a poor illustration of a compound which takes the dative, for the dative, when found, has no possible relation to the *de*, and the almost universal construction is with *ad* and the accusative.

It is hard to see what principle determines the ending of the fourth principal part of intransitive verbs. We find *ventus*, *perventus*, *successus*, *processurus*, *discessus* (208), *discessurus* (vocab.).

Note 1, p. 121, states that a "relative establishing the connection with a preceding sentence is called a *connecting relative*." What, pray, does the ordinary relative do but connect, and even more closely than this kind?

In the book as first printed, *maturo* was wrongly used some twenty times without an infinitive, in the supposed physical sense of *hasten to go*. In later imprints *maturo*, in most cases, has been changed to *propero*, but the revised and unrevised sheets have been so carelessly bound together that four books, each different from the others in this respect, have come under the writer's eye, and in none of these has any change been made in *ad oppidum maturat* and *ab oppido maturat*, on p. 117. Another job has been found for *maturo* by changing *liberabit*, p. 107, to *liberare maturabit*, and *obeyed*, p. 110, to *hastened to obey*.

The following sentences and phrases are more or less unfortunate: *Quis est legatus cum pilo?* (77); *quis est vir cum puero parvo?* (118); *est fama novi belli cum Germanis* (96); *totum frumentum est iam maturum* (118); (cf. *frumenta matura* and *frumento* in B.G. 1. 16. 2); *salutem petere inceperunt* (245) (the perfect of *incipio* is often found in this book, though not in Caesar or Cicero); *ab iniuriis liberare* (294); *ab eis quaesivi ne profisciscerentur* (368) (*libero ab* and *quaero* with *ut* or *ne* are almost never found); *gravia suorum vulnera magnae curae imperatori erant* (439) (this use of *suus* is good Latin enough, but out of place in a first-year book).

Many of the things here criticized will not seriously injure the teaching qualities of the book. The great difficulty, if any such be found, will probably come from too great fulness of statement. The book seems somewhat overloaded. Excess of detail, especially if on comparatively unimportant points, tends to confuse rather than to clarify. The only fair test, however, is that of the classroom, and this book not only is well worth testing, but also seems likely, if we may judge by partial tests already made, to prove very successful.

A Latin Primer. By H. C. NUTTING. New York: American Book Co., 1911.
Pp. 240. \$0.50.

This book is designed for the upper grades of the grammar school, and seems fairly well adapted for the purpose. The apparently topsy-turvy arrangement of tenses and topics is explained by a statement in the preface that the order "has been determined largely with a view to the early development of interesting dialogue and narrative." The language of the grammatical statements is somewhat too scholarly to be wholly fitted to the years for which the book was designed. It is the author's intention to follow this book shortly with a *First Latin Reader* the two books together to cover the field commonly referred to as "first-year Latin."

BERNARD M. ALLEN

PHILLIPS ACADEMY
ANDOVER, MASSACHUSETTS

The Teaching of Geometry. By DAVID EUGENE SMITH. Boston: Ginn & Co., 1911. Pp. v+339. \$1.25.

The chapters of this volume which deal with the history, development, and methods of teaching geometry are very interesting and of great value to every teacher of the subject. In addition to a chapter giving a brief general history of geometry there are many historical notes upon the important propositions as they stand in the several books which constitute our texts. To call the attention of pupils to these historical facts is to add a human interest to the subject; and it is doubtful if there is any other book in the English language in which these facts are so easily accessible to high-school teachers. The chapter on the conduct of a class in geometry is followed by chapters each dealing with a book of geometry and its propositions. Here many practical applications and many excellent suggestions concerning the best way of introducing theorems are given.

In regard to the remainder of the volume, however, it is rather disquieting to learn that the author has discovered a state of warfare which threatens the veritable citadel of geometry. On one side he finds "an attack on geometry," "noisy clamor of the agitator," "sham treatment," "earthquakes," "false prophets," "zeal in inverse proportion to their experience," "reckless, ill-considered radicalism," "riding some little hobby," "ephemeral fashions," "fictitious applications," "the mob," "geometry